DOCUMENT RESUME

ED 409 073 JC 970 392

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TITLE	Administrators in North Carolina Community Colleges: A Comparative Study by Gender. Preliminary Report.
INSTITUTION	American Council on Education. Women Administrators on North Carolina Higher Education.
PUB DATE	May 97
NOTE	24p.
PUB TYPE	Reports - Research (143) -- Tests/Questionnaires (160)
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	*Administrator Attitudes; *Administrator Characteristics; *Community Colleges; Comparative Analysis; *Job Satisfaction; Promotion (Occupational); Salaries; *Sex Differences; State Surveys; Two Year Colleges
IDENTIFIERS	North Carolina

ABSTRACT

As part of a study of the advancement and support of women in administrative positions at institutions of higher education in North Carolina, administrators at the state's community colleges were surveyed in 1996 to determine their characteristics, satisfaction with their careers, and experiences with respect to obstacles and mentors. Surveys were sent to 1,140 administrators, including all 58 presidents, all 258 senior administrators, and samples of managers and non-teaching professionals. Study results, based on an employee database maintained by the state system and responses from 50.4% (n=575) of the employees surveyed, included the following: (1) as of October 1996, 2 of the 58 college presidents and 31.3% of 243 senior administrators were women; (2) among survey respondents, 86% of the women and 85% of the men were Caucasian; (3) 90% of the men were married at the time of the survey, compared to 70% of the women; (4) both male and female respondents were satisfied with their positions, with both groups citing the challenge as the most significant source of job satisfaction; (5) women were more likely than men to cite salary and opportunities for advancement as sources of dissatisfaction; and (6) 52.2% of the women agreed that gender was a barrier to career advancement, while 80% of the men disagreed. The survey instrument is appended. (BCY)

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ED 409 073

Preliminary Report

ADMINISTRATORS IN NORTH CAROLINA COMMUNITY COLLEGES: A COMPARATIVE STUDY BY GENDER

Sponsored by the Women Administrators in North Carolina Higher Education, a subsidiary of the American Council of Education

by

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May, 1997

JC 970 392

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Preface: The Study in Context

In 1993, the Women Administrators in North Carolina Higher Education (WANCHE), a subsidiary of the American Council of Education, launched a three-part study of the process of advancement and support of women in higher education.

The University of North Carolina System General Administration sponsored the first survey. Judith Pulley, Associate Vice President for Academic Affairs. General Administration, The University of North Carolina conducted the study of women administrators of the sixteen campuses and the general administration of the University of North Carolina System. These results were published, and generated some discussion. President C. D. Spangler responded to the results of the survey (all major newspapers carried the story) saying that changes would be made immediately in the University of North Carolina system—attention would be focused around disparities between men and women in administration. His actions served to increase the visibility of women at the system level, and to increase the number of women appointed to system level positions. He also emphasized to the Boards of the sixteen campuses that he expected to see women nominated for upper level positions and chancellorships. There are at this writing (April, 1997) three female chancellors in the University of North Carolina system. The Board of Governors in April chose a woman to succeed C. D. Spangler as head of the University System

In 1995, the community colleges were to be surveyed in turn to create a total picture of women in higher education administration in North Carolina. However, personal and professional responsibilities of those who had volunteered to conduct the study intervened, and it was not until 1996 that the study could be conducted. It is only in 1997 that the results have been compiled and made available for review. The community college study was of considerably greater magnitude than the previous studies simply because there are so many more community college institutions (58) than either University System institutions (16) or participating private institutions.

This report is the final report in the three-part series.

The Factual Record

As background to the findings of the study (responses from approximately 51 percent of people in the survey population), it is appropriate to publish here some of the actual data from the database maintained by the Community College System Office.

The data tell a dramatic story. In 1996, women are represented in North Carolina's community colleges by the following percentages:

Trustees	**25.1 %**
Presidents	**3.5 %**
Senior Administrators	**31.3 %**
Executives, Administrators, and Managers	**44.8 %**
Full-time Curriculum Faculty	**50.3 %**
Curriculum Students	**59.4 %**

Students

Women students in North Carolina's community colleges constitute 59.4 percent of the students taking curriculum (credit) programs and 48.8 percent of extension students. (NCCCS, 1995-1996). This represents a significant shift from the early years of the system, when men constituted approximately seventy percent of the students. The change reflects the great influx of women into the workforce since 1963. While small numbers of women have been enrolling in community college programs preparing people for employment in non-traditional occupations, most continue to enroll in the traditionally female health, secretarial, cosmetology, or other female-oriented programs.

Faculty

As faculty, women in North Carolina's community colleges constitute 50.3 percent of the total full-time curriculum faculty and 65.2 percent of the full-time extension faculty (most extension faculty are employed part-time).

Administrators

The North Carolina Community College System divides administrative positions by three main designations: presidents, senior administrators and other administrators.

Administrators: Presidents

There are two women presidents, or 3.5 percent, of the 58 positions. Both are Caucasian. Men comprise 96.5 percent of the presidents (3.5 percent of the presidents are African American males).

Data from Dr. George Vaughan's recent research on the community college presidency nationwide (soon to be published) indicate that 17.8 percent of the respondents to his survey were female, 85.6 percent were Caucasian, and 5.2 percent were African American. Data from the Virginia and South Carolina community college systems show that in Virginia, four of 23 presidents, or 17 percent, are female; in South Carolina, three of 16 presidents, or 19 percent, are female.

Administrators: Senior

The October, 1996 data showed that women constituted 31.3 percent, or 76 of the 243 senior administrators (Table 1 and Appendix A). These positions include such titles as executive vice president,, vice president or dean. They are designated in the report as "chief" officer in the various administrative roles, and by the ubiquitous "other" designation (NCCCS, 1996).

Table 1: Senior Administrators, 1996

Senior Administrator Categories	Numbers of Jobs	Number Held by Women	Percentage Held by Women
Executive Vice President	17	4	23.5
Senior (Chief) Business Officer	47	14	31.8
Senior (Chief) Instructional Officer	44	10	34.5
Senior (Chief) Continuing Ed. Officer	29	5	17.2
Senior (Chief) Student Affairs Officer	41	14	34.1
Chief Administrative Services	9	1	11.1
Chief Resource Dev./Planning/ Institutional Effectiveness	20	11	55.0
Chief Personnel/Human Resources	5	3	60.0
Chief Off-Campus Programs	3	1	33.3
Senior (Chief) Other	28	13	46.4
TOTAL	243	76	31.3

Administrators: Executives, Administrators, and Managers

Women constituted 147 of the 328 people in "executives, administrators and managers" positions, or 44.8 percent (Table 2). The people in these positions may have the titles dean, director, or some other local designation. The title used in the report indicates the occupational area in which the person is employed. By definition, the report indicates that these people are those reporting to a person in one of the "chief" positions in the senior administrator group.

By race, 123 of the 147 positions held by females are held by white women, 21 by African American women, two are American Indian, and one is Hispanic. (African American males are 22 of 181 positions filled by males, or 12%.) These job titles include those shown on Table 2 (arranged from highest to lowest percentages of women incumbents, except for "other administrative areas," for which no actual job titles are given).

Table 2: Executives, Administrators, and Managers, 1996

Executive, Administrator, Manager Category	Number of Women	Percentage Female
Public Information	5	71.4
Accounting/Controller	13	61.9
Learning Resource Center	19	61.3
Off-Campus Center	8	57.1
Continuing Education Program	27	50
College Transfer	3	42.9
Combined Instructional Programs	16	42.1
Technical Programs	6	37.5
Personnel/Human Resources	4	36.4
General Education Program	1	20.0
Computer Center	3	15.0
Vocational Program	0	0
Facilities	0	0
Other Administrative Areas	21	51.2
TOTAL	147	44.8

Methodology: The Sample and the Survey

The questionnaire used in the previous surveys of senior public and private higher educational institutions was modified to accommodate the unique terminology and characteristics of community college administration. It included 25 questions that were asked of all the persons surveyed, and five questions that were asked of the women only.

The survey was sent to 1140 men and women administrators in the 58 North Carolina community colleges. The names of these persons were taken from the files of the Community Colleges System Office, from data submitted annually by the institutions on the College Staff Information Report (DCC-7-8). The names were drawn from the October, 1995 report. A label naming the individual who should complete the survey was affixed to each survey form. A package containing all the surveys for a college was sent to that college as part of a regular package from the System Office. It was distributed in April, 1966.

The data reported in the College Staff Information Report are collected by standard categories which do not match any particular institution's job titles. The institutions assign individual employees to the category which most closely fits their job description. The institutions exercise their discretion in classifying individuals by position in the report, and do not always classify people according to the definition that is provided, or update the information. There are motivations other than accuracy for placing an individual in a certain level of classification. However, this source is the only reasonable source for a system-wide survey population.

All Presidents (58) were sent a survey. In the Senior Administrator category, defined as administrators who report to the President (or Executive Vice President) of the college, all employees were surveyed (258 men and women). In the Executive, Administrators, and Managers category all 153 women employees were surveyed, and 51 of the 169 males were randomly sampled. In the Professional (non-teaching) categories 1xxx, 2xxx, 3xxx, 4335, 4336, 5338, 5340, and 5346, all 525 women were sent the survey, and 95 of the 316 males in this category were randomly sampled. A total of 386 men and 754 women were sent surveys.

The survey response rate was excellent: 199 men (51.5%) and 376 women (49.8%), or a total of 50.4% (total n = 575) of the surveys were usable (the actual return rate was a few percentage points higher). The surveys were not identifiable by institution, so there is no way to determine how many institutions were represented in the responses. However, only 18 of the surveys indicated that they were responses from presidents: two of them were from women.

The survey instrument promised confidentiality and allowed additional written comments. The promise of confidentiality was an encouragement to many to make candid comments and to express frustrations. A number of respondents took the opportunity to make remarkable and extensive written responses. Over 100 of the respondents chose to write comments on the survey, from a few sentences to a few pages. A transcription of those written comments filled fourteen pages of written text.

Section I of the survey included demographic and background information, including highest degree, work history, previous and current positions held, and salary. Personal data asked for age, race, marital status, sex, and employment of spouse. Section II asked respondents to determine their present career satisfaction in thirteen categories from salary benefits and working conditions to opportunity for effecting change and climate for women. Job aspirations and obstacles to career advancement were ascertained. The final Section III, asked only of women, asked about mentors, administrative support at the institution, and equality of opportunity. (See Appendix B for a copy of the survey form.)

Note: The survey response rate might have been higher except that a few of the institutions did not distribute the survey. This would not be known, since the surveys were not coded by institution, but persons expecting to receive a survey reported that no one at their institutions had been given a survey. At other institutions, the confidentiality of the survey was breached because college leaders requested (or required) that all completed surveys be returned to an administrator for mailing in a batch. Some respondents commented as follows:

"I'm mailing this with my own stamp--our personnel head promised to mail it but I suspect he wants to read it." "This survey was copied and distributed at our institution to female administrators. Our VP asked everyone to return his/her survey to him. I don't know if he is being helpful or if he just wants to read over the surveys.

Findings of the Study

The following section reports the data that were collected by the survey. In presenting these data, the authors of the report have chosen to interweave comments from the survey. The comments have been selected to be representative of the sentiments expressed by the respondents. The most extreme responses have not been included.

Findings of the Study: Demographics

Women and men who responded to the survey were 86 and 85 percent Caucasian, respectively. African American women represented a higher percentage of females than African American men did of all men: 12 percent to 10 percent. Women were one percent American Indian; men, three percent American Indian. Average age of all the respondents was 48 years.

Men and women differed considerably in marital status. Nearly all the men (90 percent) were married at the time of the survey; 70 percent of the women were married. Almost three times as many women (eight percent) as men never married. Almost 18 percent of the women were separated or divorced, none of the men were separated, and 5.5 percent were divorced.

Table 3: Marital Status

Marital Status	Percent Men	Percent Women
Never Married	3	8
Married	89.4	70.1
Separated	0	1.6
Divorced	5.5	16
Widowed	3.5	3.5
Co-Habit	0.8	1.5

Findings of the Study: Major Areas of Responsibility

At the senior level, men were twice as likely to have academic affairs as their primary area of responsibility. At the second level, women made up 43 percent of those responsible for college transfer or combined instructional programs, but only 37 percent of those responsible for technical programs, and none of those responsible for vocational programs. (Table 2)

Men were three times more likely to be the chief business officer, but were strongly represented (61.9%) among the second level accountants and controllers. Experience would suggest that as colleges have grown larger, someone now officially classified as the chief business officer (more likely male) will have a controller or chief accountant who has responsibility for the day to day financial management of the college as a direct report. These are the jobs now predominantly held by women.

Women made up 61 percent of the leaders of Learning Resource Centers. These positions are more traditionally held by women. Women also hold over 50 percent of the leadership roles in Resource Development/Planning/Institutional Effectiveness in Human Resources/Personnel.

Men are still twice as likely to be the chief student affairs officer, and four times as likely to be chief of continuing education programs. However, at the second level, women hold half of the continuing education management jobs.

These results show a pattern similar to other studies of women's job responsibilities in the economy: women's work fields (health, planning, librarians) as defined by the United States Department of Labor (1990) constituted about 80% of the job responsibilities women reported in our survey.

The respondents reported a high incidence of having served in faculty positions sometime in their career: 60.1 percent of the women and 70.7 percent of the men had been instructors at one time. For over half the men and women, their previous position had been in the same institution in which they are now serving.

Findings of the Study: Education

Men had almost three times as many doctoral degrees as did women among those who responded to the survey. Men and women had equivalent numbers of master's degrees, but women had twice as many baccalaureate degrees as did men. Women had three times as many associate degrees as did men. Table 4 shows the educational level and salary of women and men, using the position titles/levels to which they assigned themselves on the survey.

Some respondents commented on the difficulty of attaining a terminal degree, and on its rewards:

"I need more graduate level courses offered on weekends or by telecourses--right now I'm 100 miles away." -- "Opportunities to leave work and return to school are nonexistent for me." -- "Sometimes having a doctorate gets you nowhere--several women at this college have doctorates and they're passed over by men whose terminal degree is the master's."

Table 4: Educational Attainment by Position and Gender

Position/Gender (n)	Number Holding Degree				
	Doctorate	Master's	Ed. Spec.	Bachelor	Associate
Vice President					
Women (20)	13	7	0	0	0
Men (60)	23	30	2	5	0
Dean					
Women (41)	11	27	2	1	0
Men (63)	22	34	4	3	0
Department Head Level					
Women (19)	0	14	1	2	2
Men (5)	0	4	0	0	1
Director Level					
Women (164)	9	101	2	46	6
Men (40)	2	23	2	13	0
Other *					
Women (118)**	1	60	0	40	14
Men (8)	1	4	0	3	0

* Includes such titles as Controller, Financial Aid, Coordinator, Instructional Supervisor, Registrar.

** The number of degrees and the total number of women are not equivalent because of incomplete reports.

While there is a relationship between degree attained and position held, quite a number of written responses went along these lines:

"I have a doctorate, and have been passed over, probably because I am a woman."
"Men with little or no management skills are often placed in higher level positions than more qualified women--no problem!"

As one respondent pointed out in the context of the required state report, sometimes in order to "get the numbers right for affirmative action, a black woman with an AA degree as a terminal degree suddenly becomes a senior level administrator."

Findings of the Study: Salary

Salary differentiation shows almost a mirror image of earning power between men and women survey respondents: 64.1 percent of the women surveyed make $39,000 or less per year; 63.4 percent of the men make $59,000 and more per year, with the 40 percent of the men earning over $59,000 making $69,000 or more yearly. In the $49,000 - $59,000 range, percentages of men and women are about equal (22.5 percent of the women and 19.4 percent of the men). To some extent, these findings resulted from the way the survey was structured: more women in lower-ranked categories than men were included in the survey. However, the sample of men from the second level was a scientifically determined random sample, and all males in the upper level categories were included. Therefore, the results by position should be representative.

Table 5 details the salary differentials between male and female vice presidents (women make $60,700 to men's $65,300, a difference of $4,600 or 7.6 %); and Deans (women make $47,878 to men's $51,860, a difference of $3,982, or 8.3%).

Table 5: Salary Levels by Position and Gender

Position Level	# Men	Ave. Salary	# Women	Ave.Salary
Vice President	60	$65,300	20	$60,700
Dean	63	$51,860	41	$47,878
Department Head	5	$45,000	17	$38,000
Director	40	$38,000	164	$37,000
Other *	8	$34,000	118	$31,000

* Includes such titles as Controller, Financial Aid Director, Coordinator, Instructional Supervisor, Registrar.

A comparison of the salary data with educational levels (Table 4) indicates that women are comparably or better credentialed for the positions they hold. In addition, years of experience, while not specifically analyzed, appear to be roughly equivalent for men and women.

Salaries were the single most discussed topic of both men and women; both were dissatisfied with their salaries, although 40 percent of all the women were **very** dissatisfied with their salaries compared to 25 percent of the men who were dissatisfied to that extent. Salary dissatisfaction for two out of every five women and one of four men is high. As an example, when registrars were separated from the "other" category above, the 13 women were found to make $6,000 less than the 2 men who identified themselves as having the same job title.

Many of the comments focused on salary and job satisfaction. For example, "the good old boy system is still alive and well; this attitude continues to influence hiring practices and salary negotiations." "Men make considerably more at the same level with the same credentials as women administrators." "I strongly feel that the NC community college system should have a pay scale; this would eliminate pay inequity within individual institutions and across the entire system." "With pay so low to start and so little opportunity to increase your salary significantly, the community college system has many staff and faculty who have to have retired somewhere [else first] to afford to work here." "There's no relationship between appraisals and pay."

Findings of the Study: Job Satisfaction

Both men and women are most satisfied about the challenges of their jobs. Women like job autonomy and the opportunity for creativity on the job, while men say the greatest satisfactions they receive from their jobs are their opportunity to effect change, the support of their colleagues, and their present working conditions. For men these concepts were also important to them personally. Women's personal lists of job satisfactions were also topped by job challenges. Working conditions, intellectual stimulation, support from supervisors, and opportunity to effect change were also important to them.

Table 6: Most Significant Sources of Job Satisfaction

Women	Men
1. Challenge of the Job	1. Challenge of the Job
2. Autonomy	2. Opportunity for Effecting Change
3. Opportunity for Creativity	2. (tie) Support of Colleagues
	3. Working conditions

Women saw salaries and opportunities for advancement as the aspect of their present position that "gave them the least satisfaction." Men chose the same two top dissatisfiers, but in reverse order. Women were dissatisfied about the climate for them at their institution, the opportunity to effect change, and the lack of support from their supervisors. Men wanted more authority, better working conditions and autonomy.

Table 7: Significant Sources of Job Dissatisfaction

Source of Dissatisfaction	Level of Dissatisfaction (Percent)	
	Women	Men
Salary	40.0	25.0
Ability to effect change	38.5	20.3
Climate for women	34.4	7.4
Authority/Influence	26.6	12.2
Supervisor Support	21.2	14.1
Working conditions	20.0	8.0
Professional development	20.0	11.1
Advancement opportunity	19.3	24.1
Creativity	18.0	10.1
Intellectual Stimulation	16.7	11.2
Colleague support	14.5	6.6
Autonomy	13.8	9.6
Challenges	10.7	8.1

Of the thirteen sources of dissatisfaction shown above, more than fifteen percent of the women identified nine of them as problems; more than twenty percent of the women identified seven as problems. In no case did women's dissatisfaction drop below ten percent on any of these items. However, only three of the issues were identified as sources of dissatisfaction by as many as twenty percent (or even fifteen percent) of the men. Less than ten percent of men were dissatisfied in five of the areas.

Findings of the Study: Obstacles to Career Development

Women and men held very different views on career barriers. When asked if gender was a barrier to career advancement, 52.2 percent of the women agreed that it was; 80

percent of the men said it was not. A surprisingly large number of women (60.2 percent) saw the nature of the institution itself as a career obstacle; half that percentage of men reported the nature of the institution an obstacle. One third of the women and one fourth of the men saw age and late start as obstacles. Women and men agreed about lack of a degree or credential as a barrier for career advancement or development. About 50 percent of women agreed that their unwillingness to move to another locale was a job barrier, a third of the men agreed. Twice as many women (over 30 percent) as men saw children and family responsibilities as a career barrier. Slightly more men than women saw race and ethnicity as a barrier to career development. About a third of both groups saw limited time for professional development as a barrier to career advancement.

In summary, women were in strong agreement that the nature of the institution, gender, and their unwillingness to move were their three greatest obstacles. Lack of degree/credentials was also problematic. Finally, limited time for professional development, children and family responsibilities, and age/late start affected one in three women. Men did not have such strong agreement about common barriers: about one in three men agreed that lack of credentials, unwillingness to move, nature of the institution, and limited time for professional growth posed barriers for them.

Comments included the following: "I could have applied for more 'advanced' positions, but I prefer not to since I know those positions are 'for men only.'" "Any female at this college who has ever had an opinion is no longer with us; she has been forced out." "I am terribly disillusioned, disappointed, and discouraged at my under utilization and under valuation. I had (have?) so much to offer, but my institution doesn't want it. I am going to stop beating my head against the wall and face reality; this is all there is." "I've seen so many really good, committed people treated badly, taken advantage of, and discarded, that my desire to move up has disappeared."

"At my institution if any female advances, it is not a black female." "Advancement and hiring are race issues in NC community colleges." "I do not feel being a women holds me back professionally. However, the only kind of women who seems to get ahead here is willing to play a subservient, 'step and fetch it' role." "I'm just a little tired of hearing the refrain,' you have to have the right qualifications;' what I've observed is this rhetoric is reserved for women."

Findings of the Study: Career Aspirations

Both women and men aspire to higher level positions: almost 60 percent of the women said they had such aspirations and 54 percent of the men also had them. When asked what position they aspired to, however, men and women responded differently. The following table demonstrates those differences.

The chart shows that 14 percent of the women and 40 percent of the men aspired to presidencies; about an equal number, 24 percent, aspired to vice presidencies, a small number of men (5.5 percent) but no women aspired to associate vice president positions, 27 percent of the women and 15 percent of the men aspired to be deans; 7.5 percent of women but no men saw themselves as associate or assistant dean, and 10 percent of the women and no men saw themselves as a director in the community college.

Table 8: Aspirations to Higher Level Position (Percent Aspiring)

Position	Women	Men
President	14.0	40.0
Vice President	24.6	23.6
Associate Vice President	--	5.5
Dean	27.2	15.5
Assistant Dean	7.5	--
Director	10.0	--
Total with Aspirations*	57.8	53.5

* Some respondents listed more than one position to which they aspired.

Findings of the Study: College Climate and Culture

Although no specific questions focused on college climate and culture, many respondents chose to comment on these areas:

"Our school climate is slowly changing. There is still a good old boy's network, but now it excludes many males, too." "While I have been fortunate to experience advancement, I often feel like I am the 'token' female." "Things change slowly; my own career overall was hurt by discrimination, but I don't feel this is the case now."

"My president says he can work with only one kind of woman, and that's one who knows she is a 'Southern woman.'" "I hope this study will benefit the white male who has been up against it for the past 70 years in U. S. organizations." "NC culture tends to favor males as dominant leaders. Because [this] culture is so embedded, there are huge obstacles to being accepted as an equal female player."

Findings of the Study: Mentoring

Women were asked several questions the men were not asked: Did a colleague help you with your career? (and if so, how many were male or female?) Did you have a mentor? In your institution, are opportunities for advancement equal for women and men? Who is the highest level administrator who has demonstrated strong support for the advancement of women at your institution?

Three fourths of all women responded that a colleague was responsible for aiding them in their career development, and three-fourths of the women said one or two men helped. Ninety percent of the women said another woman helped them. Forty-one percent rated their president as a supporter in their institution; 20 percent cited a dean, and 16 percent, a vice president.

Conclusions

- Women are significantly under represented in all levels of administration in the North Carolina Community College institutions.
- There are qualified women in the pipelines leading to senior administrative positions and the presidency.
- There is a significant difference in salary levels between men and women which needs further study.
- Men and women both aspire to higher level careers: but many more men aspire to presidencies.
- Women are significantly more dissatisfied with their jobs, especially with salary, the opportunity to effect change, the climate for women, and their authority/influence.
- There are problems with campus climate for women at many institutions; many women perceive gender as a significant barrier to their advancement, though most men do not agree.

Community College Senior Administrators
Number and Percent Female
1989-90 and 1996-97

Position	1989-90			1996-97		
	Number of Positions	Number Female	Percent Female	Number of Positions	Number Female	Percent Female
Executive VP	18	1	5.6	17	4	23.5
Senior (Chief Business Officer	54	12	22.2	47	14	31.8
Senior (Chief) Instructional Officer	50	4	8.0	44	10	34.5
Senior (Chief) Continuing Education Officer	33	2	6.1	29	5	17.2
Senior (Chief) Student Affairs Officer	50	10	25.0	41	14	34.1
**Senior (Chief) Evening Programs Officer*	9	1	11.1			
***Chief - Administrative Services*				9	1	11.1
***Chief - Res. Dev./Planning/ Institutional Effectiveness*				20	11	55.0
***Chief - Personnel/Human Resources*				5	3	60.0
***Chief - Off-Campus Programs*				3	1	33.3
Senior Other	30	11	36.7	28	13	46.4
Total	**244**	**41**	**16.8**	**243**	**76**	**31.3**

*Designation not used in 1996-97
**Designation not used in 1989-90

Source: NCCS System Office

Appendix A

Use Only #2 Pencil

SURVEY OF ADMINISTRATORS IN NORTH CAROLINA HIGHER EDUCATION

April 1996

Do Not Bend, Fold or Staple

Please answer each question as candidly as you can. Be assured that your responses are completely confidential: no individual respondent will be identified. There is room for additional comments at the end of the survey form. A return envelope is enclosed for your convenience.

SECTION I: BACKGROUND INFORMATION

A. Academic Background

1. Highest earned degree:

- ☐ a. Associate
- ☐ b. Baccalaureate
- ☐ c. Masters (M.A., M.B.A., etc.)
- ☐ d. Doctorate (Ph.D. or Ed.D.)
- ☐ e. First Professional (M.D., LLD, etc.)
- ☐ f. Other _____

2. Discipline of highest degree: _____

3. Number of years in this position? _____

B. Work History

1. Major area of responsibility:

- a. Academic Affairs
- b. Health Affairs
- c. Student Affairs
- d. Business Affairs
- e. Developmental/Institutional Advancement
- f. Public Relations
- g. Planning/Administration
- h. Other _____

2. Level of your current position:

- a. President/Chancellor
- b. Vice President/Vice Chancellor/Provost
- c. Assistant or Associate Vice President/Vice Chancellor/Provost
- d. Dean
- e. Associate or Assistant Dean
- f. Director, of (please specify) _____
- g. Department Chairperson/Head
- h. Other (please specify) _____

3. Number of years in this position: _____

4. Are you/have you been an instructor? ☐ Yes ☐ No If yes, in what academic area? _____

5. Titles of your previous professional positions and the years during which you held them, beginning with your most recent previous position.

	Years (e.g.1980-1983) From	To
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

6. Location of the position you held prior to taking your current position.

- a. At the same institution as current position.
- b. At another institution of higher education in North Carolina.
- c. At another institution of higher education outside of North Carolina.
- d. Outside of higher education.

7. Has your career path been: (check all that apply)

- a. interrupted by child-rearing responsibilities.
- b. constrained geographically by your spouse's/partner's employment.
- c. interrupted/constrained by other factors:

Please describe: _____

8. Please indicate your current salary: _____

9. Please indicate your salary calendar: 9 month 10 month 12 month

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C. Personal Data

1. Year of Birth

0	0	0	0	0	0	0
1	1	1	1	1	1	1
2	2	2	2	2	2	2
3	3	3	3	3	3	3
4	4	4	4	4	4	4
5	5	5	5	5	5	5
6	6	6	6	6	6	6
7	7	7	7	7	7	7
8	8	8	8	8	8	8
9	9	9	9	9	9	9

2. Race/National Origin
(Please choose the one that best describes the way you identify yourself.)

- a. White (not Hispanic)
- b. African American or Black (please specify) _____
- c. Alaskan Native or American Indian (please specify) _____
- d. Asian or Pacific Islander (please specify) _____
- e. Mexican American
- f. Cuban American
- g. Puerto Rican
- h. Latina/o or other Hispanic (please specify) _____
- i. Do not choose to indicate

3. Marital status

- a. never married
- b. never married (member of religious order)
- c. married
- d. cohabiting/long term relationship
- e. separated
- f. divorced
- g. widowed

If currently married, does your spouse/partner have paid employment?

- a. yes, in the same institution
- b. yes, in another institution or organization
- c. yes, self-employed
- d. no

If yes, is the employment ☐ full-time ☐ part-time

4. Sex ☐ Female ☐ Male

SECTION II: CURRENT EMPLOYMENT

A. Career Satisfaction

1. Please use the following scale to describe your level of satisfaction with the aspects of your job listed below.

1 = Very satisfied
2 = Satisfied
3 = Dissatisfied
4 = Very dissatisfied
5 = Don't know/does not apply

	1	2	3	4	5
A. Salary benefits	☐	☐	☐	☐	☐
B. Working conditions	☐	☐	☐	☐	☐
C. Support of colleagues	☐	☐	☐	☐	☐
D. Support of supervisors	☐	☐	☐	☐	☐
E. Authority and influence	☐	☐	☐	☐	☐
F. Challenges of the job	☐	☐	☐	☐	☐
G. Autonomy	☐	☐	☐	☐	☐
H. Opportunities for creativity	☐	☐	☐	☐	☐
I. Intellectual stimulation/learning	☐	☐	☐	☐	☐
J. Opportunity for professional development	☐	☐	☐	☐	☐
K. Opportunity for advancement	☐	☐	☐	☐	☐
L. Opportunity for effecting change	☐	☐	☐	☐	☐
M. Climate for women	☐	☐	☐	☐	☐

2. Choose the letter of the aspect of your position (listed above) that gives you the greatest satisfaction.
☐ A ☐ B ☐ C ☐ D ☐ E ☐ F ☐ G ☐ H ☐ I ☐ J ☐ K ☐ L ☐ M If none of the above, please add. _____

3. Choose the letter of the aspect of your position (listed directly above) that you consider the most important to you.
☐ A ☐ B ☐ C ☐ D ☐ E ☐ F ☐ G ☐ H ☐ I ☐ J ☐ K ☐ L ☐ M If none of the above, please add. _____

4. Choose the letter of the aspect of your position (listed directly above) that gives you the least satisfaction.
☐ A ☐ B ☐ C ☐ D ☐ E ☐ F ☐ G ☐ H ☐ I ☐ J ☐ K ☐ L ☐ M If none of the above, please add. _____

5. Choose the letter of the aspect of your position (listed directly above that you consider the least important to you.
☐ A ☐ B ☐ C ☐ D ☐ E ☐ F ☐ G ☐ H ☐ I ☐ J ☐ K ☐ L ☐ M If none of the above, please add. _____

6. Do you aspire to a higher level position than you currently hold? ☐ Yes ☐ No

7. If yes, check the highest level position that you would like to achieve.

- a. President/Chancellor
- b. Vice President
- c. Assistant or Associate Vice President
- d. Dean
- e. Associate or Assistant Dean
- f. Director, of (please specify). _____
- g. Department Chairperson/Head
- h. Other (please specify). _____

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8. Using the following scale, please indicate if any of the items listed below present an obstacle to your career advancement.

1 = Strongly Agree 2 = Agree 3 = Disagree 4 = Strongly disagree 5 = Don't know/does not apply

	1	2	3	4	5
a. Gender					
b. Lack of appropriate degree/discipline/credentials					
c. Unwilling/unable to move/no opportunities at current institution					
d. Race/ethnicity					
e. Age/late start					
f. Limited time/support for professional development, research, etc					
g. Family/children responsibilities					
h. Nature of institution/leadership/politics					
i. Dislike administration					
j. Lack experience					
k. Personal characteristics					

ADDITIONAL COMMENTS:

Thank you for your contribution to this study. The results will be incorporated into a white paper concerning the status of women in higher education administration in North Carolina

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SECTION III: OTHER ISSUES Bubble in or write in the appropriate response

A. Have you had a colleague or colleagues who helped to nurture your career as an administrator? Yes No
If yes, how many were male?_____ female?_____

B. Have you had a mentor or mentors? Yes No
If yes, how many were male?_____ female?_____

C. Do you feel that your opportunities for advancement at your institution are approximately equal to those for equally qualified men administrators at the same level of administration? Yes No

D. Please indicate the highest level administrator who has demonstrated strong support for the advancement of women at your institution. (Bubble-in one)

a. President
b. Vice President
c. Assistant or Associate Vice President
d. Dean
e. Associate or Assistant Dean
f. Director, of (please specify) _____
g. Department Chairperson/Head
h. Other (please specify) _____

E. Are there any programs, workshops, materials, or other support that WANCHE could offer to help you achieve your aspirations?

_____
_____
_____

ADDITIONAL COMMENTS:

Thank you for your contribution to this study. The results will be incorporated into a white paper concerning the status of women in higher education administration in North Carolina

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